



**OFFICE OF FINANCIAL MANAGEMENT**

S T A T E   O F   W A S H I N G T O N

# **CHILD CARE AND EARLY LEARNING ORGANIZATIONAL STUDY**

**AS REQUESTED BY THE WASHINGTON STATE LEGISLATURE**

**DECEMBER 2000**



## **ACKNOWLEDGMENTS**

**T**hanks are due to all members of the child care and early learning community who attended the preliminary design meeting in August and the update meetings held in October and November. The interest in this examination was gratifying and the input helped shape the design of this report.

Appreciation is also extended to the state agency staff from child care and early learning programs who assisted with this project. Program staff were always open and responsive to requests for information and most generous with their time.

Thank you also to the dedicated child care and early learning providers from around the state who graciously agreed to participate in this study. The executive staff from the Washington Association for the Education of Young Children (WAEYC) provided valuable assistance with contacting providers during the 2000 WAEYC State Conference.

Primary researchers to this study were Kathleen Garcia and Marlies Wierenga.



# ACRONYMS

CA ..... Children's Administration  
CACFP ..... Child and Adult Care Food Program  
CCCC ..... Child Care Coordinating Committee  
CCDF ..... Child Care Development Fund  
CCR&R ..... Child Care Resource and Referral  
CPS ..... Child Protective Services  
CSO ..... Community Service Office (*DSHS*)  
CTED ..... Department of Community, Trade and Economic Development  
CWS ..... Child Welfare Services  
DASA ..... Division of Alcohol and Substance Abuse (*DSHS*)  
DCFS ..... Division of Children and Family Services (*DSHS*)  
DHHS ..... U.S. Department of Health and Human Services  
DOE ..... U.S. Department of Education  
DOH ..... Department of Health  
DSHS ..... Department of Social and Health Services  
ECEAP ..... Early Childhood Education and Assistance Program  
ESA ..... Economic Services Administration (*DSHS*)  
FPL ..... Federal Poverty Level  
FTE ..... Full-time equivalent employee  
FY ..... Fiscal year  
GF ..... General Fund  
HECB ..... Higher Education Coordinating Board  
ITEIP ..... Infant Toddler Early Intervention Project

LEA ..... Local Educational Agencies  
L&I ..... Department of Labor and Industries  
MAA ..... Medical Assistance Administration  
OCCP ..... Office of Child Care Policy (*DSHS*)  
OCD ..... Office of Community Development (*formerly part of CTED*)  
OFM ..... Office of Financial Management  
OSPI ..... Office of the Superintendent of Public Instruction  
OTED ..... Office of Trade and Economic Development  
*(formerly part of CTED)*  
SBCTC ..... State Board for Community and Technical Colleges  
SSBG ..... Social Services Block Grant  
STARS ..... State Training and Registry System for child care providers  
TANF ..... Temporary Assistance to Needy Families  
TEACH ..... Teacher Education and Compensation Helps  
USDA ..... U.S. Department of Agriculture  
WAEYC ..... Washington Association for the Education of Young Children  
WCCC ..... Working Connections Child Care

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Title IB ..... Family Literacy – Even Start (*DOE*)  
Title IVB ..... DHHS funding related to foster care and adoption assistance  
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# I. Introduction

In recent years the care and education of young children has gained increased attention as a critical public policy issue. In Washington State, 68% of children under age six live with working parents. The statistic remains high, 52%, for school-age children aged 6-12.<sup>1</sup> In addition, the State Population Survey states that 25% of working families in Washington reported paying for child care in 1998.<sup>2</sup>

The availability and affordability of quality child care is a critical need for working families. In addition, science tells us that the quality of the child care environment is directly related to school readiness and later educational success which makes child care choices so important. In light of these issues, both Governor Locke and the Washington State Legislature have made significant commitments to improving the accessibility, affordability and quality of child care and early learning in Washington. Important recent investments include:

- Raising the eligibility levels for subsidized child care for low-income working families to 225% of Federal Poverty Level (FPL) has provided greater access to affordable child care.
- Allocating \$9 million of TANF reinvestment funds has supported the expansion of care for infants and children with special needs and increased the availability of before and after school care, middle school programs, and care during non-standard hours.

- Expanding campus child care by providing \$200,000 in grants to campuses and students has made education and training opportunities more accessible to families in transition.
- Focusing funding on specific areas of need has improved the quality of care. Approximately \$846,000 of the Child Care Development fund was used in an interagency effort to impact the quality of care for infants and toddlers. This effort included development of a network of community resources trained in brain research of early development, the creation of an informational website, <http://www.brainnet.wa.gov> and funding for local public health nurses to provide support to child care centers.
- Establishing the Governor's Commission on Early Learning which sponsored a public engagement campaign about the importance of early learning and raised awareness about the need for quality early care.
- Instituting training requirements and expanding educational opportunities for child care providers. The implementation of the STARS program, TEACH scholarship program, the pilot Career-Wage Ladder program, and Child Care Apprenticeship program has contributed to the professional development of child care providers.

Each of these projects supports the overall goal of improving accessibility of high quality, developmentally appropriate, culturally relevant, affordable early learning experiences in this state. However, with programs spread across agencies and initiatives shared across programs; fragmentation, duplication and gaps in service are inevitable.

In 1999, the statutory body created to advise the Legislature about child care and early learning, the Child Care Coordinating Committee, devoted its annual report to the need to streamline and coordinate programs for young children.<sup>3</sup> An earlier task force convened by the Family Policy Council reached the same conclusion.<sup>4</sup> Similarly, the Governor's Commission on Early Learning recommended coordination and integration of programs to provide better access to services.<sup>5</sup>

The need to develop a statewide system and infrastructure to integrate the tenets of early learning into all child care settings has been the subject of many collaborative meetings in the past two years. The Washington State Legislature addressed this issue in the 2000 legislative session. The result was a directive to OFM to conduct a study of the organization of the programs across state agencies.

This report is the response to that request. OFM conducted a review of current agency and program organizational structure, analyzed responsibilities, and interviewed key agency staff and child care providers to gain an understanding of the organizational design.

<sup>1</sup> Annie E. Casey Foundation "Kids Count" Web Site.

<sup>2</sup> Washington State Population Survey, OFM, 1998.

<sup>3</sup> Washington State Child Care Coordinating Committee. *A Systemic Strategy for Quality, Affordable & Available Child Care in Washington State*. December 1999.

<sup>4</sup> Liddell, Terry et al. *Family Policy Council Briefing Paper*, 1998.

<sup>5</sup> Governor's Commission on Early Learning. *Final Report: Early Learning Birth to Five*. May 2000.

## Introduction (Continued)

### The following is a summary of the report findings:

- There are two statutory cross-agency groups that address issues regarding child care and early learning.
- There is one federally funded project to support collaboration of Head Start programs and state funded programs.
- State programs that administer child care and early learning programs are distributed across seven different agencies.<sup>6</sup>
- Programs with similar design and service goals are found in different agencies.
- The current organizational structure is perceived as complex and fragmented.
- The current operating structure emphasizes collaboration among agencies but there is no core leadership.
- Child care and early learning providers must deal with multiple agencies and personnel.
- Providers are confronted by a variety of inconsistencies among multiple programs, each with separate eligibility guidelines, staff qualifications, program rules and regulations, and accountability and monitoring systems.
- Providers have many hurdles to negotiate in order to open and operate a quality care facility.

### The report's recommendations are summarized below:

1. Adopt an umbrella mission statement that captures all child care and early learning programs. The current mix of missions blurs the focus of the state policy agenda. With a clear strong mission statement, programs and agencies will be strengthened and the state commitment to quality child care and early learning for all children will develop a higher profile on state budget and policy agendas.
2. Combine programs with similar or duplicate functions and missions. The state should examine the optimum placement of programs with similar objectives. Combining programs could produce efficiencies and simplify information for providers and parents. A more unified set of programs will bring focus to the current policy direction and provide more consistent program priorities and strategies.
3. Streamline the current configuration by reducing the number of state agencies involved in the child care licensing process.
4. Assign an interagency task force to examine and reduce the differences in program service delivery standards. Cross program teams must come together to identify points of convergence and streamline all possible program definitions, program standards, and reimbursement levels.
5. Coordinate training for providers regarding state agency procedure rules by all programs.

The term *Child Care and Early Learning* is used throughout this report and is included in the title of the study. The term refers to services used by families to both nurture and educate young children from birth to age 12 while in out-of-home care and not in school. The compound term reflects an emphasis on the importance of quality care to the emotional, social and cognitive development of children.

<sup>6</sup> For the purpose of this report, the two divisions of CTED – the Office of Community Development and the Office of Trade and Economic Development – are considered separate agencies.



## II. Scope of Work



*This study focused on Child Care and Early Learning Programs administered by Washington State Agencies.*

**In consultation with the members of the Legislature,  
the study goals were defined as follows:**

- Describe the current organizational design and mix of child care and early learning programs.
- Describe how providers experience the current organizational structure.
- Analyze trends in child care and early learning program organizational models from other states.
- Identify opportunities for streamlining the current system for improving coordination of these programs.

**Areas that were not included  
in the study design:**

- Child care subsidy rates (a study of rates is being conducted separately).
- Program performance or compliance.
- An inventory of all programs that may be part of a family support system (i.e. we did not review children's health programs, family preservation and support programs, or infant toddler intervention programs).
- Child care and early learning programs managed by the local school districts or at school building level.
- Early childhood education degree programs at 2 and 4 year higher education institutions.



## III. Methodology



*At the beginning of the study a meeting was held with state agency staff and members of the child care and early learning community to solicit input into the study approach. As the study progressed two additional meetings were held to provide updates and present draft findings.*

In order to gain an understanding of the child care and early learning organization, data were collected by reviewing existing documents and reports, interviewing state staff and members of the child care and early learning community, and collecting observations from regional and statewide child care and early learning meetings.

### **The following documents were reviewed:**

- State policy research documents and literature regarding child care and early learning
- Annual reports of the Child Care Coordinating Committee and policy reports of the Family Policy Council
- State program policy and procedure manuals
- State statutes and regulation
- Policy documents and agency descriptions from other states
- Study of the Working Connections program by Sterling Associates
- ECEAP provider survey
- Thesis research on Washington State family home providers completed by the former chief of the Office of Child Care Policy at DSHS
- Minutes of regional child care provider forums sponsored by DSHS Children's Administration

Interviews with state agency staff were an important source of information for this study. Program and policy staff from other states also provided insight into organizational change and implementation processes.

### **Study participants from the following state agencies and organizations were interviewed:**

- Department of Social and Health Services
- Department of Health
- Office of Community Development
- Office of Trade and Economic Development
- Office of the Superintendent of Public Instruction
- State Board for Community and Technical Colleges
- Department of Labor and Industries
- Head Start State Collaboration Project
- State Fire Marshall
- Child Care Coordinating Committee

## Methodology (Continued)

As a critical component of the service delivery system, providers offer a vantage which was important to include in the examination of the organizational design. To develop an understanding of the experiences of child care providers, fourteen providers were randomly selected and interviewed. Those who participated in this study represented each of the six (DSHS) regions in the state. Family home providers and center providers from each region volunteered their time and insights. The goal of these interviews was not to develop data which could be generalized across the state, but to build on the existing survey data and develop a more in-depth understanding of the experiences of individual providers.

During the course of this study, several forums were schedule which brought together state personnel, community members and child care providers.

### **The following forums focusing on child care and early learning provided additional insights:**

- Pierce County Association of Family Home Providers
- Thurston County Child Care Provider Forum  
(*Sponsored by DSHS Children's Administration*)
- WAEYC 2000 conference

## IV. Overview of Washington State Child Care and Early Learning

*The State of Washington has statutory responsibility for regulating child care facilities for all children in out of home care as well as administering programs that provide financial assistance (subsidies) for access to child care to low-income families. This section presents an overview of the dimensions of child care in Washington, including the number of children in child care, the types of settings and programs and the sources of funding.*

### Scope of child care and early learning in Washington State

There were an estimated 1,106,400 children under the age of 13 in Washington in 1998<sup>7</sup>

80,300	Infants
120,500	Toddlers
200,800	Preschool
704,900	School-age
1,106,500	Total children under the age of 13

There were 170,200 children under the age of 13 in licensed family homes or centers in 1998<sup>8</sup>

7,400	Infants	9% of the infant population
28,300	Toddlers	23% of the toddler population
66,900	Preschool	33% of the preschool population
67,600	School-age	10% of the school-age population
170,200	Total children under the age of 13 in licensed home or center for full or part-time care.	

There were an estimated 93,200 total children under the age of 13 in unlicensed in-home or out-of-home care in 1998<sup>9</sup>

### Types of child care and early learning settings

There are three primary types of child care settings that are regulated by the state:

- *Center Based Child Care.* Children are cared for in group settings. Centers may provide care for children of varying ages. Centers can be in specially built facilities, offices, schools or churches. All child care centers (except for part-day pre-school and those under other government jurisdiction) are required to be licensed by the state.
- *Family Child Care Homes.* Children are cared for by a provider in the provider's home. Homes also may provide for children of varying ages and state licensing is required for all homes.
- *Kith and Kin.* Children in this setting are cared for by a relative or a person who functions like a relative, such as a close friend. This care is unlicensed but a formal criminal background check is required if the provider is paid by state subsidy.

<sup>7</sup> These numbers are based on OFM population estimates.

<sup>8</sup> Licensed Child Care in Washington State: 1998. DSHS report 7.100 (pg. 29, Table 14) January 2000.

<sup>9</sup> Licensed Child Care in Washington State: 1998. DSHS report 7.100 (pg. 9 Table 5) January 2000.

# Overview of Washington State Child Care and Early Learning (Continued)

## Comprehensive child care and early learning programs

In Washington State, there are two programs that are described as comprehensive pre-school programs. These programs are generally offered in child care centers; however, some (ECEAP) are also found in home settings. The program is designed to offer benefits such as health screenings, pre-school education and parent support. Eligibility for these programs is tied to income:

- *Early Childhood Education and Assistance Program (ECEAP)* is a state-funded, part-day, part-year comprehensive pre-school program that serves 4 year old children and is modeled after the federal Head Start program.

- *Head Start* is a federal pre-school program that is generally part-day and part-year. The Head Start program serves primarily 3 - 4 year olds, and there are allotments specifically for Indian Head Start and Migrant Head Start programs. In addition, there is also an Early Head Start program serving birth – 3 year old children. The state does not have administrative responsibility for Head Start but many Head Start programs are integrated with state supported subsidy programs. Currently new Head Start funding is directed to grantees that design programs that provide full day care and integrate other subsidized care.

The following table is a Comparison of Child Care and Early Learning Models, (see page 10), which outlines the distinctions among three publicly funded programs and provides a greater understanding of program dimensions. It contrasts Head Start, ECEAP and the state's largest subsidy program for low-income families, Working Connections Child Care.

# Overview of Washington State Child Care and Early Learning (Continued)

## Comparison of Child Care and Early Learning Models

Program	Head Start	ECEAP	Working Connections Child Care
Eligibility Income	100% of FPL	110% of FPL	225% of FPL
Eligibility Income for a family of four	\$17,050	\$18,755	\$38,362
Duration	One year	One year	Parents must re-certify every 6 months
Age	Mostly 3 & 4 year olds Some 5 year olds Early HS includes birth to age 3	4 years old by Aug. 31 Some 3 year olds	Birth – 12 years old
Number	9,664 children for FY 2001 for HS and EHS.*	8,101 children and families in FY 2000.	59,300 children per month (on average) for FY 2000.
Program Elements	“Whole-child”, comprehensive, family-focused preschool program. Four components: Education; Health and Nutrition; Parent Involvement; and Family Support.	“Whole-child”, comprehensive, family-focused preschool program. Four components: Education; Health and Nutrition; Parent Involvement; and Family Support.	Varies by facility. Increasing focus on early childhood learning.
Ratios	At least one teacher and aide; 4 & 5 yos; 17-20 children 3 yos; 15-17 children	Min. 1:6; no more than 18 children	Depends on facility and age of children in care. For a center, for infants, min. 1:4 with 8 max. group size. For toddlers, min. 1:7 with 14 max. group size.
Schedule	Part-day. Minimum 32 weeks over 8-9 months.	Part-day. Minimum 32 weeks over 9 months.	Part or full-time available. Depends on the hours of the facilities in the area.
Credentials	AA, BA in childhood education or a field related with experience in teaching preschool children.	Lead teacher must have a degree; Assistant teacher must have a minimum of one year of work and a certificate.	Experience; license; STARS training
Fund Method	Federal grant	State contract	State reimbursement
Oversight	Federal HHS	State OCD	State DSHS

\* This number does not include Tribal Head Start or Migrant Head Start.



# Overview of Washington State Child Care and Early Learning (Continued)

## Child care and early learning program funding

The state funding for child care and early learning programs for FY 2001 is estimated at \$490 million. Of this estimate, \$390 million comes from federal funding and \$100 million comes from the state general fund. Primary federal funding streams include:

- *Child Care Development Fund (includes reinvested TANF welfare savings and SSBG <sup>10</sup>)*

Under the Child Care Development Fund (CCDF) block grant, states can spend funds for a broad array of child care programs as long as they comply with federal guidelines which limit subsidies to low income families, allow parental choice, and promote health and safety, while also encouraging quality improvements. Up to 30% of TANF savings may be reinvested in CCDF. The estimated funding for FY 2001 is \$274,856,596. Some portion of the fund is earmarked for specific initiatives. For example, \$846,661 for Infant Toddler programs, \$2,913,532 for Quality expansion and \$316,131 for School age/Resource and Referral support. Funding comes from Department of Health and Human Services (DHHS).

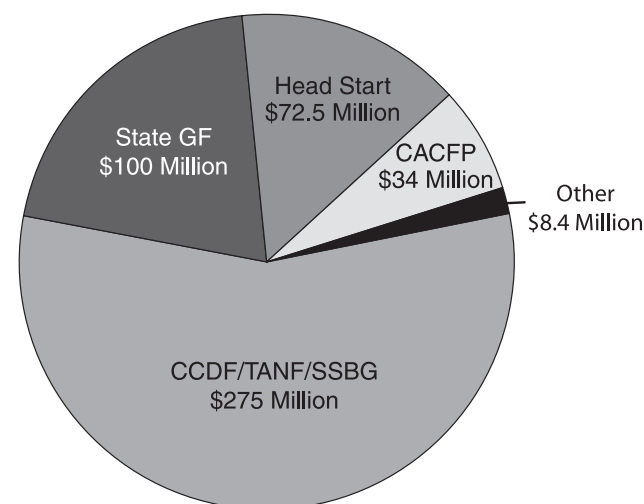
- *The Child and Adult Care Food Program (CACFP)*

CACFP funds reimburse non-profit and limited for-profit licensed child care providers, including Head Start and ECEAP, for the cost of meals, snacks and nutrition education. The estimated funding for FY 2001 is \$34,636,385. Funding comes from United States Department of Agriculture, (USDA).

- *Head Start*

Head Start is a comprehensive preschool early childhood development program for low-income children. Head Start funds are not administered by the state but flow directly to community based grantees. In FY 2001, Washington grantees received a total of \$72,500,000 in federal funds and the state contributed \$470,000 as a matching grant. Funding comes from Department of Health and Human Services (DHHS).

**Estimated Washington Child Care and Early Learning Funding for 2001**  
(Dollars in Millions)



<sup>10</sup> Social Security Block Grant (SSBG) is a small allocation that is required to implement reimbursement of USDA child care food program.

## V. Findings From Organizational Review

*The following section presents findings regarding the current organization of child care programs administered by state agencies. Descriptions of programs by agency follow the chapter on findings.*

### Findings:

#### **Two statutory inter-agency entities have responsibilities for issues regarding child care and early learning**

- *The Family Policy Council* – The Council was created by statute, RCW 70.190. The heads of the four state social service agencies, the Superintendent of Public Instruction and representatives of the Governor and legislative caucuses oversee community health and safety networks and monitor implementation of programs by the participating agencies.
- *Child Care Coordinating Committee* – The Committee was created by statute, RCW 74.13.0901, and provides coordination and communication between the state agencies responsible for child care and early learning services and advises the agencies and the Legislature on recommended program changes.

#### **One federally funded collaboration project fosters integration of state child care and early learning services and federal Head Start**

- *Head Start State Collaboration Project* – The Project is supported by federal funds administered through the Governor's Office. This project is designed to facilitate collaboration and coordination between Head Start and state early childhood programs.

#### **State programs for child care and early learning are distributed across seven different agencies**

- Program evolution and political decisions explain in large part the differential placement of the child care and early programs into various administrative structures: public assistance, child protection, child safety, economic development and K-12 education. This division presents challenges to the current goal of integrated service that is designed to support all working families.
- There is wide variance in the size of programs in the agencies. Some agencies have only one child care and early learning related program while others have multiple programs.
- Federal funding streams do not mandate which state agencies administer programs.

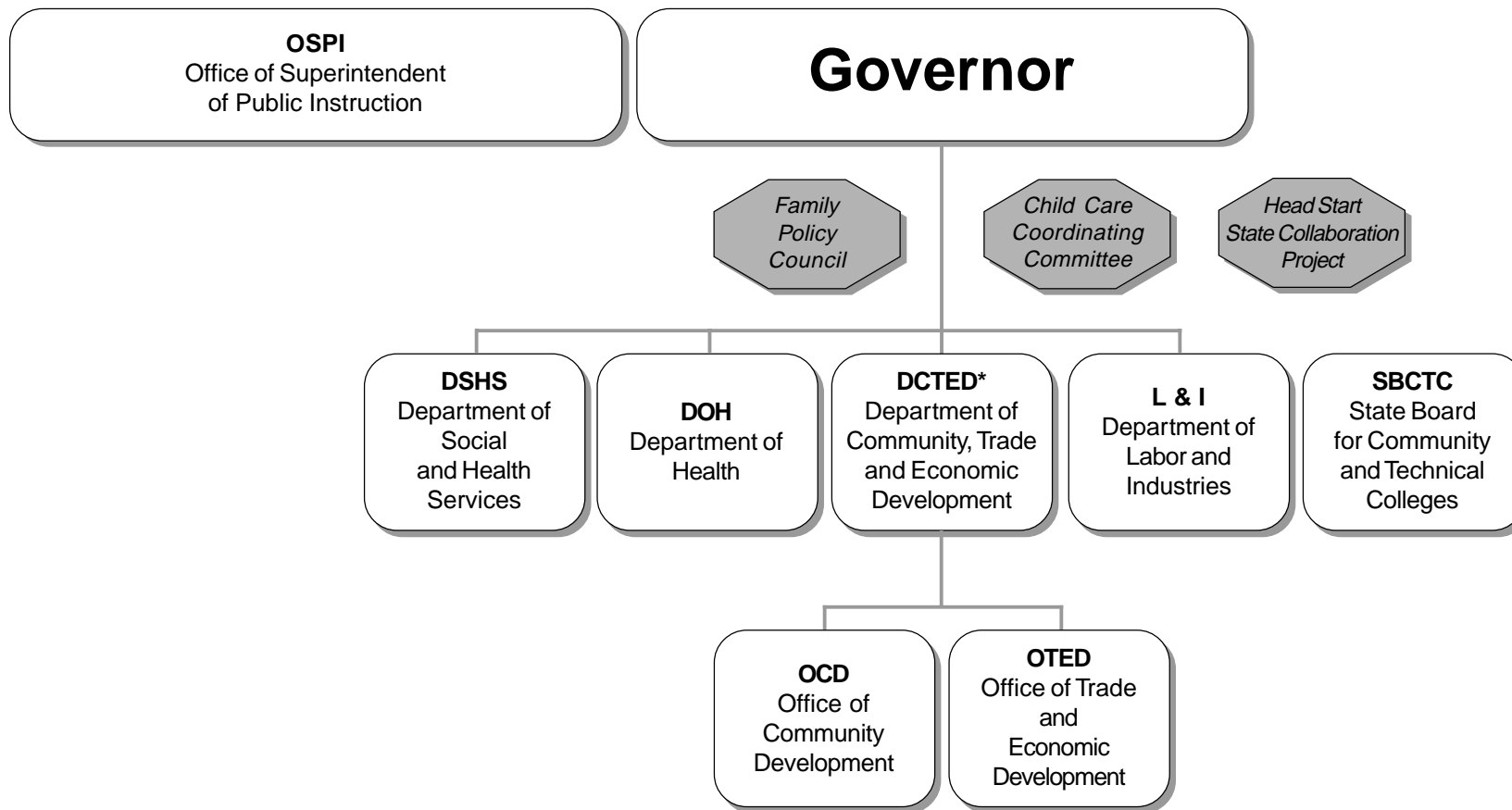
The seven agencies are:

- Department of Social and Health Services
- Department of Health
- Office of Community Development<sup>11</sup>
- Office of Trade and Economic Development
- Office of the Superintendent of Public Instruction
- State Board for Community and Technical Colleges
- Department of Labor and Industries

<sup>11</sup> Pursuant to Governor's Directive 00-03, these two divisions of CTED are considered separate entities.

# Findings From Organizational Review (Continued)

## State of Washington Child Care and Early Learning Key Agencies



\* Pursuant to Governor's Directive 00-03, these two divisions of CTED are considered separate entities.

# Findings From Organizational Review (Continued)

## Programs with similar design and service goals are found in different agencies

- Programs in different agencies offer similar or closely related programs and services. In some cases the dual programs have been driven by different funding streams. For example, there are currently two food and nutrition programs for children in care; one is located at OSPI and funded by USDA and one is located at DSHS funded through state allocation of TANF reinvestment funds. Similarly, the federally funded family literacy program, Even Start, is situated at OSPI while the state funded equivalent, Families that Work (formerly, state Even Start) is administered by SBCTC.
- In some cases services are split between agencies. For example, responsibility for regulating health and safety is divided between the Department of Health, the Department of Social and Health Services and the State Fire Marshall.
- Licensors hold complex positions. They are representatives of the state and are expected to bridge agency differences and perform the multiple roles of state regulator, coaches for quality and sources of information about all programs.
- Most of the types of services were found in more than one agency. To illustrate this, the state programs focusing on child care and early learning were categorized into the following seven key service domains:
  1. *Subsidized child care and early learning* – includes all subsidized child care programs including comprehensive programs.
  2. *Provider training and professional development* – Programs that develop and monitor provider training and education.
  3. *Regulatory/licensing health and safety standards* – Programs that conduct inspections for licensing.
  4. *Child nutrition for children in out of home care* – Programs that support free and reduced cost meals for children in care.
  5. *Facility and infrastructure support* – Programs that administer and provide financial assistance to create and support child care facilities.
  6. *Family literacy* – Programs that combine adult literacy and early education.

# Findings From Organizational Review (Continued)

## Washington State Agencies



### Child Care Service Domains

Service Domain	<u>Agencies</u>						
	DSHS	DOH	OCD	OTED	OSPI	SBCTC	L & I
Subsidized child care and early learning programs	■		■			■	
Provider training and professional development	■					■	■
Regulatory health and safety	■	■					
Nutrition for out of home care	■				■		
Facility and infrastructure support	■			■			
Family Literacy					■	■	

## Findings From Organizational Review (Continued)

### **The current organizational structure is perceived as complex and fragmented**

- There is a widely shared perception of the organization of child care and early learning programs as fragmented and dispersed. Several prior state documents and reports have documented the fragmented arrangement of services. Many of the staff interviewed also concurred with that view.
- There is no clarity or consistency of understanding about the roles of other agency programs. Many of the staff interviewed perceived that other organizational units were productive and important, but were not certain how all other units fit into the overall child care and early learning system.
- There are a variety of documents that have compiled inventories of all child care services. Many documents have been prepared in an effort to foster integration of services but the success has been limited.
- There remains a perception of segmentation of program roles that impedes progress toward wider goals. Some programs and agencies are associated with welfare assistance and child care programs may be seen emphasizing custodial care while other programs are perceived as part of an educational mandate.

### **The current operating structure emphasizes collaboration among agencies but there is no core leadership**

- Structures created for collaboration and coordination exist but have limited power to impacting program policy. The Child Care Coordinating Committee does not have program management authority. The committee serves in an advisory capacity and can inform policy makers about issues and advance possible courses of action. But the committee has no role in implementing programs. The Family Policy Council agreed in 1998 to focus on early learning as a prevention mechanism but has not specifically addressed the coordination and consolidation of child care and early learning programs that span the agencies represented on the council.
- There is great value placed on collaboration across agencies when working on initiatives and special projects. One manager currently serves on over 25 collaborative efforts.
- Some current collaborative cross agency groups include:
  - CCCC and various subcommittees
  - STARS stakeholder group
  - Early Childhood Shared Outcomes Work Group
  - Project STEPS (Sequenced Transition for Education in Public Schools)
  - Head Start State Collaboration Project
  - Early Care and Education/Out of School Time Financing Committee
  - Brain Net Steering Committee

## Findings From Organizational Review (Continued)

- Although agency staff have developed an ability to work successfully on projects that cross agency boundaries, the collaboration does not always mean coordination of programs. For example, a recent increase in the eligibility levels for DSHS subsidies from 175% FPL to 225% FPL had an impact on the eligibility for participation in the OSPI managed food program. The food program had to alter program forms and procedures after learning of the change.
- The funding streams seem not to be targeted at an overarching goal. Each unit administers their funding according to their specific unit mission.
- There is no effective mechanism for developing a comprehensive vision. Each agency is focused on accomplishing goals for their particular program. Programs have diversified missions related to child care and early learning.
- There is no central policy body that coordinates the programs and program development. For example, the Child Care Apprenticeship program in L & I was established without consultation with the similar child care professional development program administered by DSHS. The apprenticeship program adopted a wage ladder independent (and different) from the wage ladder implemented at DSHS.
- No mechanism exists to insure coordination of new program initiatives with state policy goals. Although the program staff in all agencies are committed to the overall goal of high quality affordable developmentally appropriate culturally relevant care, missions of each program differ somewhat in order to conform to the mandate of the host agency. Programs can and do develop procedures and policies that may conflict or impede service delivery of other programs.







## VI. Agency and Program Descriptions



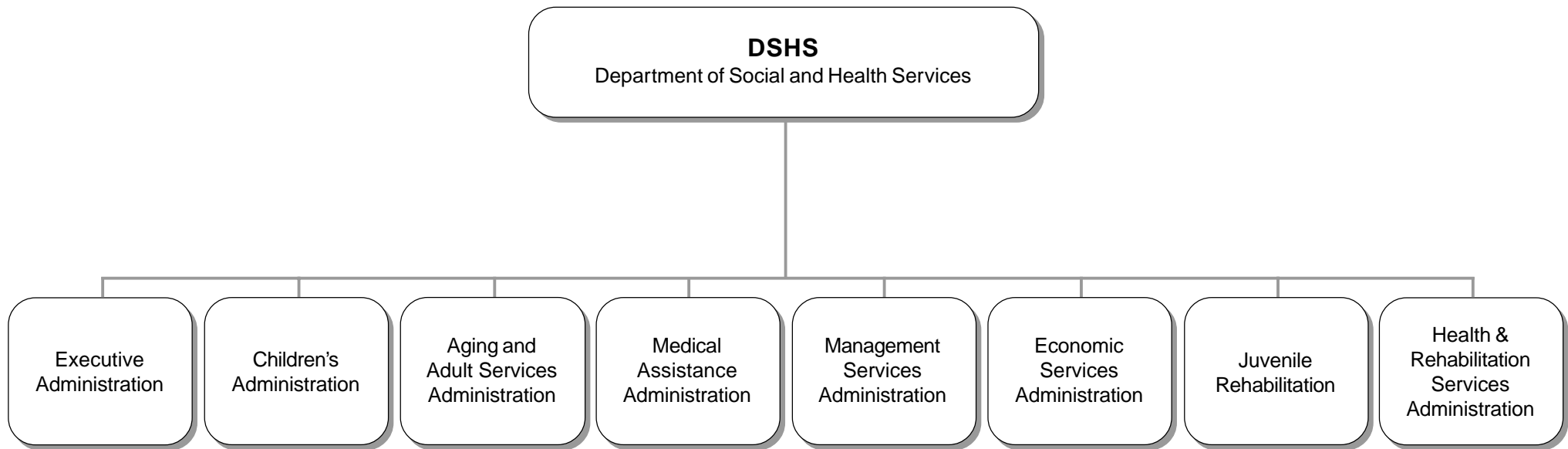
*The following section describes the agencies and programs involved in child care and early learning.*

*The organizational charts were developed to portray location of agencies and programs within each agency.*

*The charts have been streamlined to provide a representative picture of location of the program.*

# Department of Social and Health Services

*Organization*



# Department of Social and Health Services

*Description*

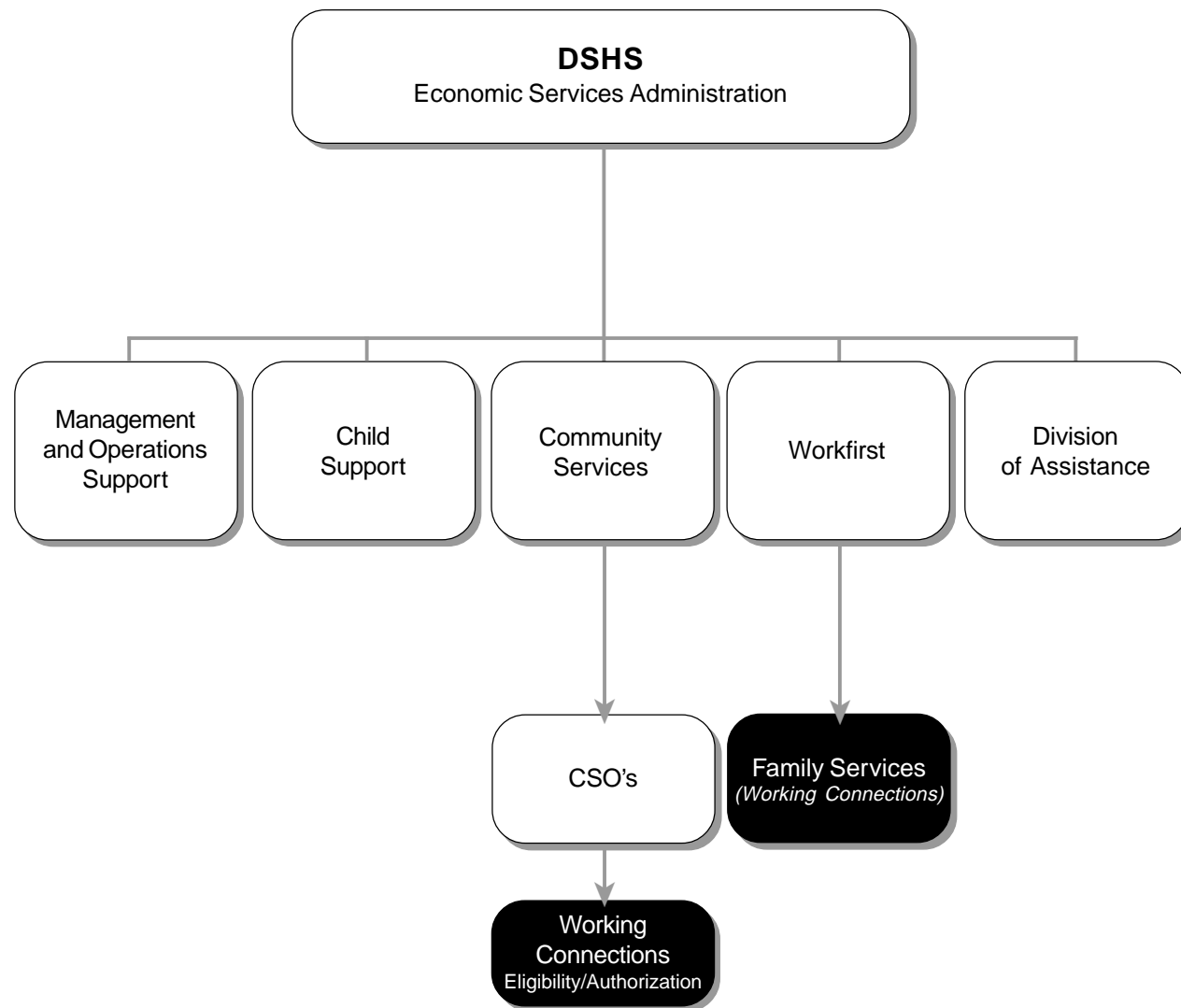
## Child Care and Early Learning Subsidy Programs Administered by DSHS

Program*	Eligibility	Program Unit
Working Connections Child Care	Working, low income families at or below 225% of FPL. Families eligible for WorkFirst (TANF), enrolled in approved job search, training, or work.	DSHS/ESA
Seasonal Child Care for Agricultural Workers	Both parents employed as seasonal agricultural workers. At least 50% of annual income must be from agricultural employment and at or below 225% FPL.	DSHS/OCCP
Teen Parent Child Care	Parents under 22 years old who are not receiving a WorkFirst (TANF) grant and are enrolled in a high school completion or GED program. Income must be at or below 225% FPL.	DSHS/OCCP
Homeless Child Care	Families who are homeless and are not receiving other subsidized child care.	DSHS/OCCP
CPS/CWS Child Care	Families currently served by CPS/CWS with incomes at or below 225% FPL.	DSHS/OCCP
Employed Foster Parent Child Care	Child care for the (foster) children of foster parents who are employed (100% subsidized).	DSHS/OCCP
Therapeutic Child Development	Families currently served through CPS, CWS, or DASA.	DSHS/CA
Division of Alcohol and Substance Abuse (DASA) Child Care	Parents attending an approved alcohol or drug treatment facility.	DSHS/DASA
First Steps Child Care	Pregnant women on Medicaid.	DSHS/MAA

\* Source (in part) is a DSHS brochure entitled "Child Care Options in Washington State" (22-859(X)) Rev. 1/99

# Department of Social and Health Services

*Organization*



# Department of Social and Health Services

*Description*

## Economic Services Administration



### Working Connections Child Care

**Program Service Domain** Subsidized child care for working families.

**Program Mission** To strengthen families by providing access to quality, safe, child care.

**Program Description** Working Connections Child Care (WCCC) is a subsidy program that helps low income families access child care. Families eligible for WCCC are enrolled in work first activities or are employed or are participating in a combination of training and employment.

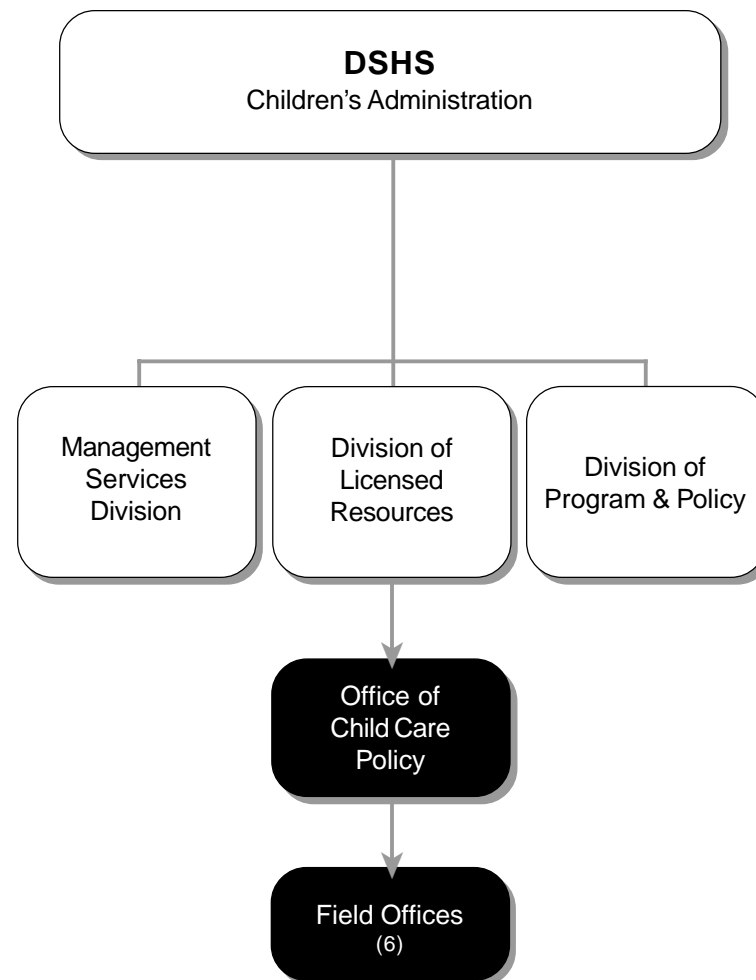
Funding	FY 2000	FY 2001
GF-State	52,140,927	52,140,927
FED Funds	<u>188,741,570</u>	<u>236,374,570</u>
<b>TOTAL</b>	<b>240,882,497</b>	<b>288,515,497</b>

Fed Funds: CCDF, TANF, SSBG

FTE	Field Staff	179.8	179.8
	HQ staff	<u>4.5</u>	<u>4.5</u>
	<b>TOTAL</b>	<b>184.3</b>	<b>184.3</b>

# Department of Social and Health Services

*Organization*



# Department of Social and Health Services

*Description*

## Children's Administration Division of Licensed Resources



### Office of Child Care Policy

<b>Program Service Domain</b>	Regulatory, Subsidized child care, Professional training/development, Nutrition, Facility development and infrastructure support.
<b>Program Mission</b>	To support responsive community based services and systems that promote high quality developmentally appropriate child care for the diverse children of Washington State.
<b>Program Description</b>	The Office of Child Care Policy is responsible for several programs that represent many of the child care service domains in the current Washington State child care organization. This office is responsible for administering many of the priority programs of the Federal Child Care Development Fund Block Grant (CCDF). The program manages over 300 contracts to community agencies and institutions that provide services to carry out the priorities set out in the CCDF grant. OCCP also has regulatory authority for health and safety of child care facilities.

#### Key Programmatic Areas:

- Licensing of child care family homes and child care centers including before and after school care. Eighty field licensing staff conduct reviews of over 9000 facilities on an initial and rotating basis.
- STARS training and registry of completed coursework by providers.
- Implementation and administration of funding to support child care provider Career and Wage Ladder.
- Administration of TANF 250; a subsidized training program for child care careers.
- Staff support to the Child Care Coordinating Committee.
- Negotiating contracts with local Resource and Referral agencies.
- Child care nutrition program.
- Administers the Infant Toddler Initiative and Quality funds
- Provides technical assistance to tribes regarding registration, certification and licensing.
- Subsidy programs
  - Seasonal Child Care for Agricultural Workers
  - Homeless Child Care
  - Employed Foster Parent Child Care
  - Teen Parent Child Care
  - CPS/CWS Child Care
  - Therapeutic Child Development

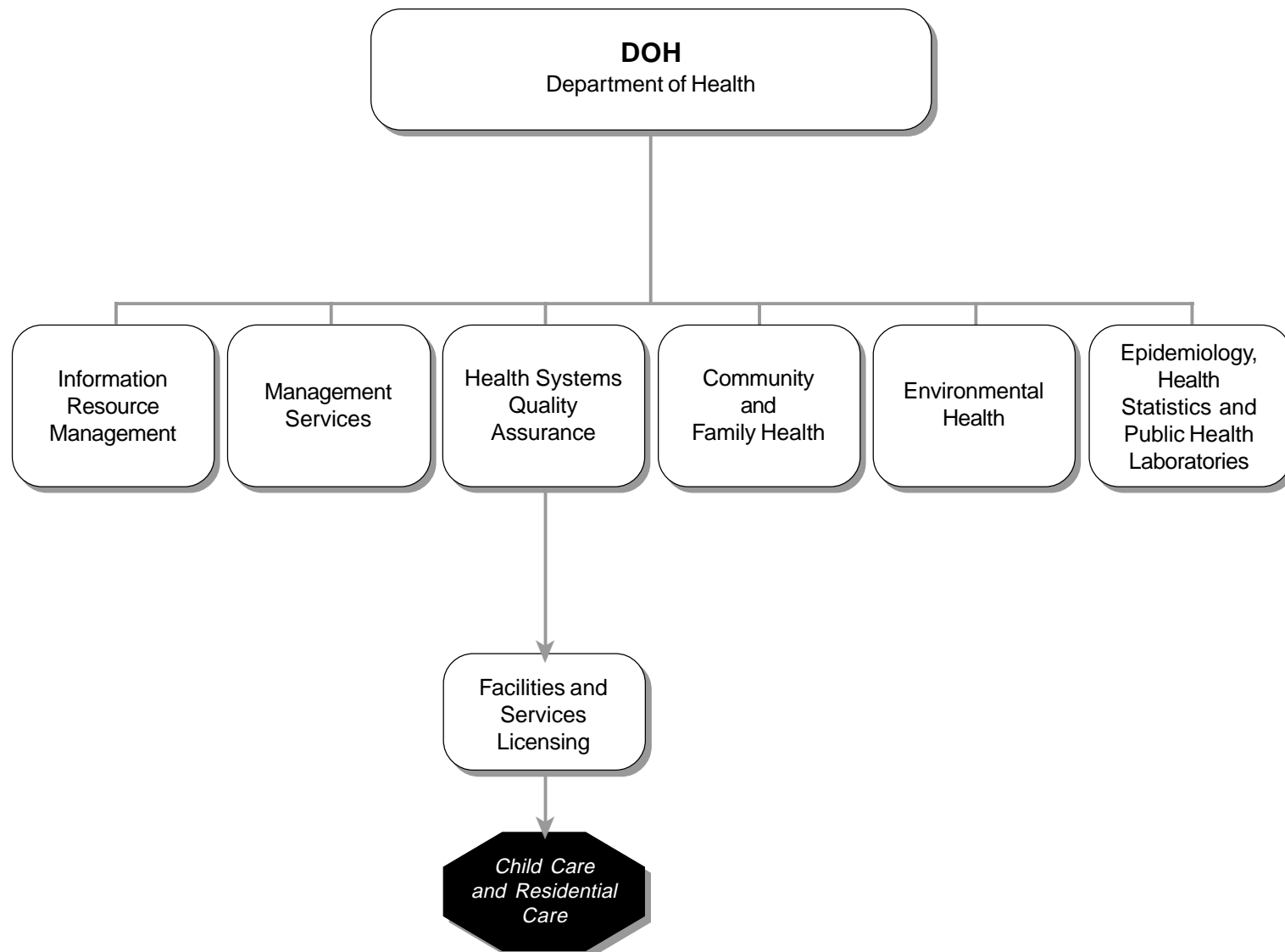
<b>Funding</b>	<b>FY 2000</b>	<b>FY 2001</b>
GF-State	16,963,165	18,732,399
FED Funds	38,821,869	39,565,520
<b>TOTAL</b>	<b>55,785,034</b>	<b>58,297,919</b>

Fed Funds: CCDF, SSBG, Title IV E, Title IV B, Title XIX

<b>FTE</b>	<b>125.75</b>	<b>132</b>
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# Department of Health

*Organization*





# Department of Health

*Description*

## Health Systems Quality Assurance



### Child Care and Residential Care (Health Surveys)

**Program Service Domain** Regulatory health and safety.

**Program Mission** Provide health certification of child care facilities for the Department of Social and Health Services.

**Program Description** As required by Washington Code, locally based health surveyors conduct health surveys as a component of the licensing process for child care centers and child care family homes.\*

<b>Funding</b>	<b>FY 2000</b>	<b>FY 2001</b>
GF-State	503,910	485,952
FED Funds	<u>174,000</u>	<u>174,000</u>
<b>Total</b>	<b>677,910</b>	<b>659,952</b>

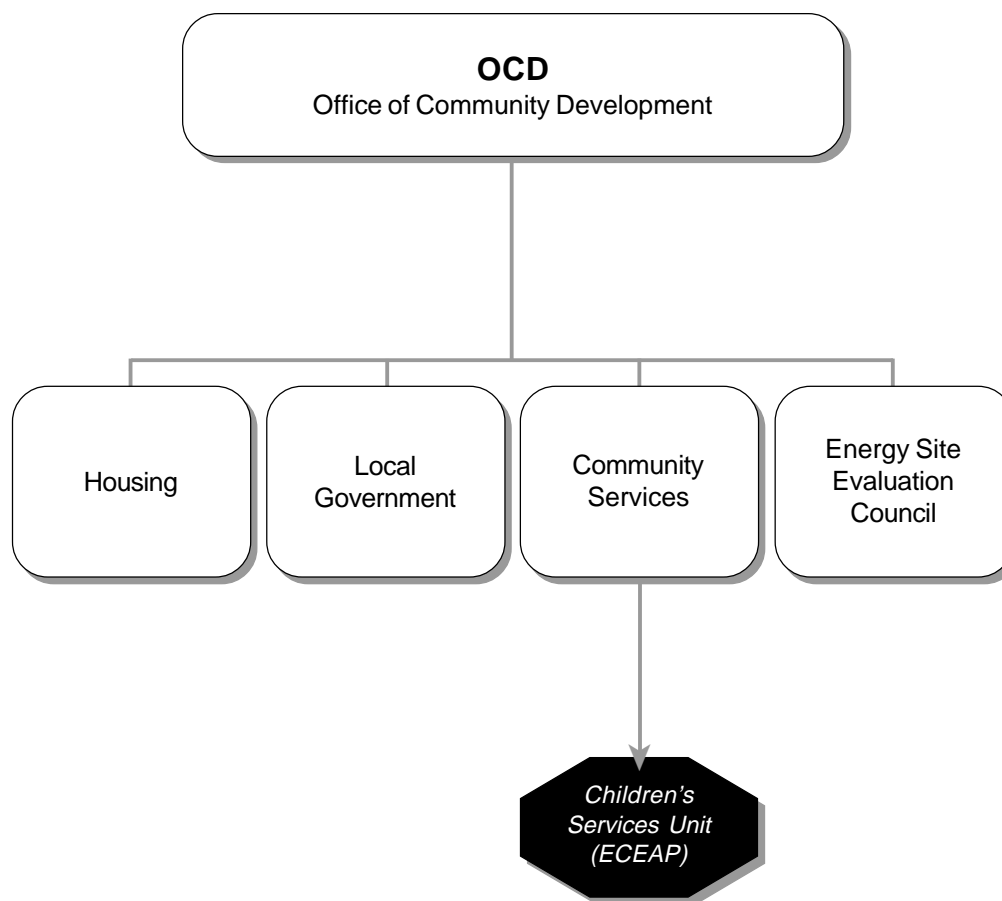
Fed Funds: DSHS contract; CCDF (DHHS)

<b>FTE</b>	<b>10</b>	<b>10</b>
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\* Due to limitations on staff and funding DOH conducts health surveys only for child care centers.

# Office of Community Development

*Organization*



# Office of Community Development

*Description*

## Children's Services Unit



### Early Childhood Education Assistance Program

**Program Service Domain** Subsidized child care and early learning.

**Program Mission** To bring about a greater degree of educational and social proficiency in children from low-income families, so they may become successful learners and productive citizens.

**Program Description** This program administers contracts with 35 local community entities, namely school districts, educational service districts, local governments, tribal organizations, community colleges, and non-profit organizations. The local contractors operate ECEAP programs (which are preschool programs offering early education and development, health and nutrition, parent involvement, and family support services on a part-day and part-year basis) at approximately 270 program sites statewide. The statewide ECEAP office is responsible for technical assistance and program oversight. Children, aged 3 or 4 years, are eligible to participate if the family income is at or below 110% of FPL.

Funding	FY 2000	FY 2001
GF-State	26,950,652	27,392,749
FED Funds	<u>4,830,000</u>	<u>4,923,000</u>
<b>TOTAL</b>	<b>31,780,652</b>	<b>32,315,749</b>

Fed Funds: CCDF (DHHS) received through inter-agency agreement with DSHS.

<b>FTE</b>	<b>15</b>	<b>15</b>
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# Office of Community Development

*Description*

## Children's Services Unit



### Head Start State Match

**Program Service Domain** Subsidized child care and early learning.

**Program Mission** Support for the Head Start program.

**Program Description** Program distributes funds to assist federally funded Head Start Grantees meet a portion of their required twenty percent non-federal funds match.

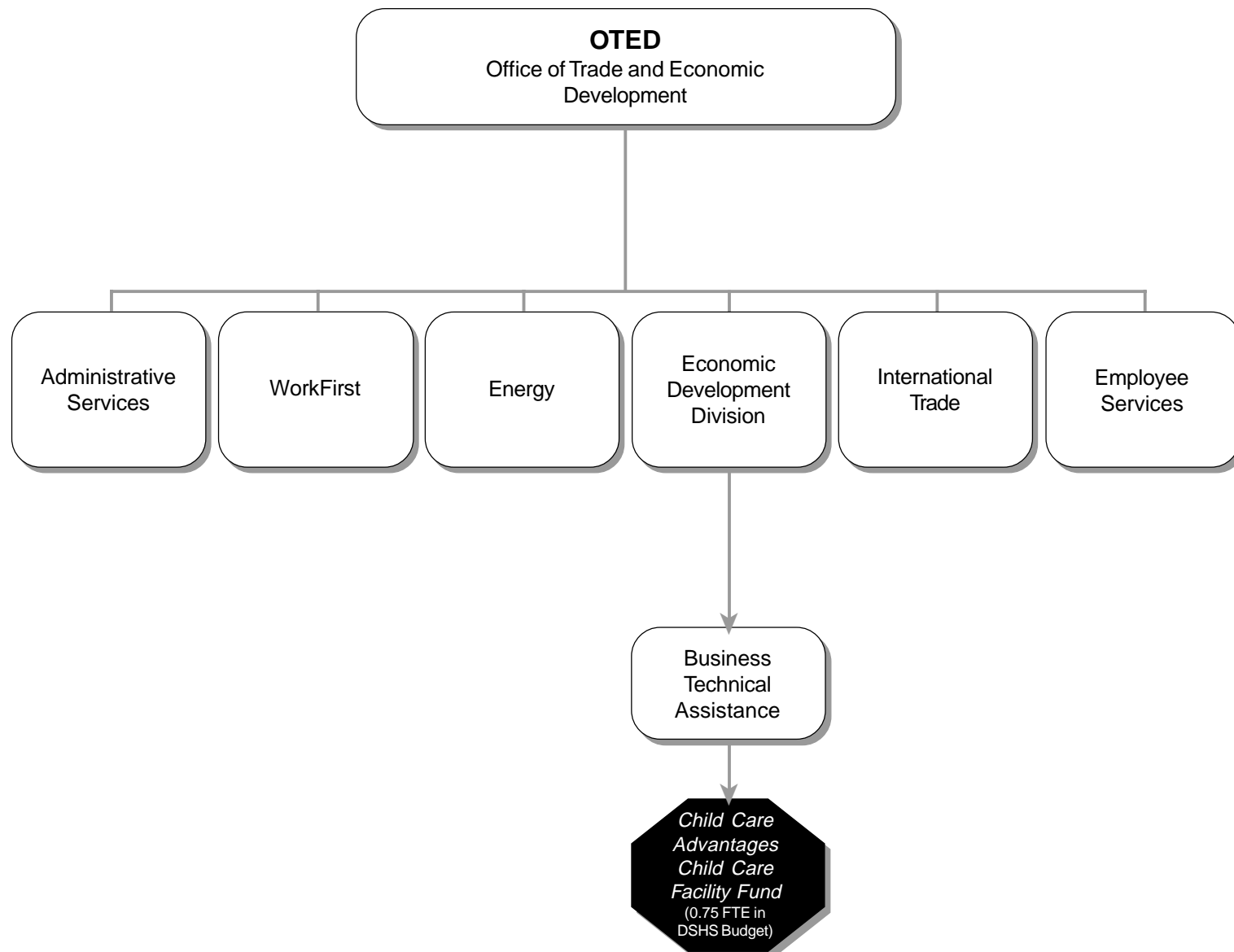
<b>Funding</b>	<b>FY 2000</b>	<b>FY 2001</b>
GF-State	470,220	470,220

FTE	N/A	N/A
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# Office of Trade and Economic Development

*Organization*



# Office of Trade and Economic Development

*Description*

## Economic Development Division



### Child Care Advantages

**Program Service Domain** Facility and infrastructure support.

**Program Mission** Promote family friendly work environments.

**Program Description** This program serves as a resource to businesses seeking information about investing in family support services. The program provides technical assistance including feasibility studies, resources and referrals. The Child Care Partnership provides a collaborative forum for business, labor, child care community and state government to foster support for work/family programs. The program administers the Child Care Facility Fund which provides loans and grants to companies for creating or expanding child care centers. It also administers The Child Care Micro Loan Program (approximately \$1 million) in concert with five community lending institutions which make small low interest loans available for child care providers.

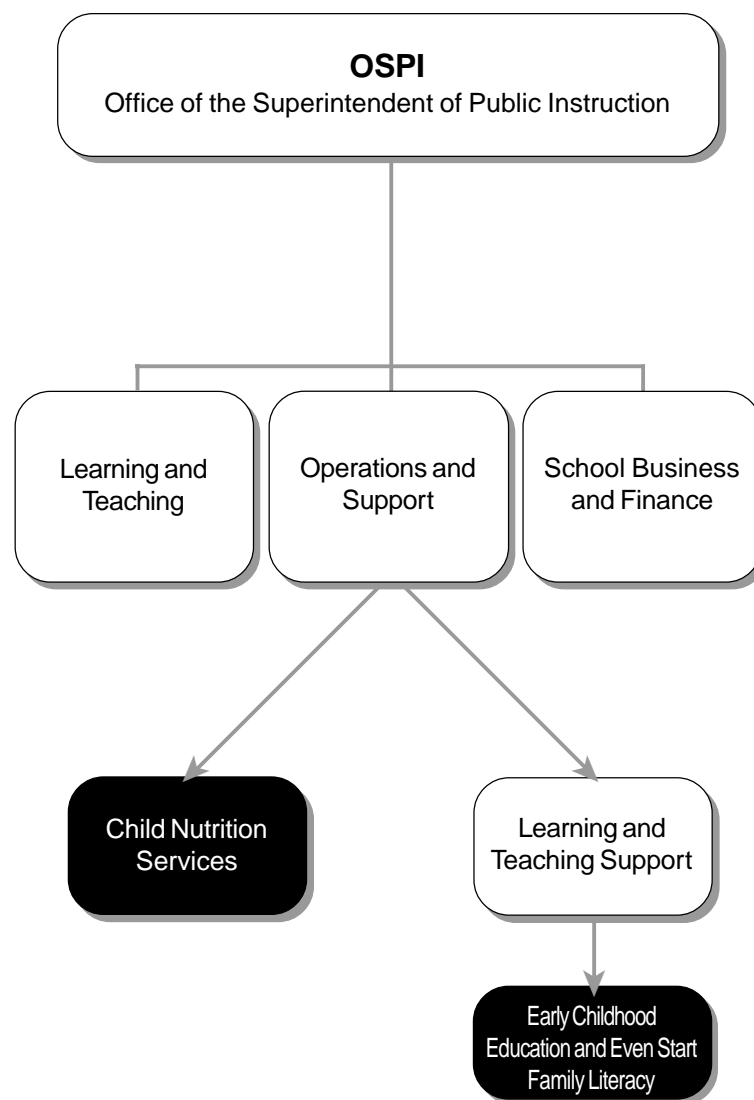
<b>Funding</b>	<b>FY 2000</b>	<b>FY 2001</b>
FED Funds	1,424,000	1,424,000
Fed Funds: CCDF/ DSHS contract		

<b>FTE</b>	<b>.5</b>	<b>.5</b>
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*DSHS (OCCP) outstations the program manager (.75 FTE) of Child Care Advantages at OTED. OTED provides .5 FTE for technical assistance.*

# Office of the Superintendent of Public Instruction

*Organization*





# Office of the Superintendent of Public Instruction

*Description*

## Operations and Support Programs



### Child Nutrition Services

**Program Service Domain** Nutrition for children in out of home care.

**Program Mission** To assist sponsors in administering a quality nutritious program that promotes lifelong healthy living while providing nutritious meals each day that prepare children for learning.

**Program Description** The Child and Adult Care Food Program provides federal funds to non-residential child and adult care facilities to serve nutritious meals and snacks. Eligible programs for children include non-residential licensed public or private non-profit child care centers or family child care homes. Head Start, Early Childhood Education Assistance Program and outside school hours programs meeting the requirements are also eligible. This organizational unit prepares and monitors contracts of 21 program sponsors (providing oversight to approximately 5000 child care family homes) and 412 child care centers (situated at 900 actual child care sites). In total there are almost 6000 sites being served.

This unit also prepares and monitors contracts for 5 adult care centers.

Funding	FY 2000	FY 2001
GF-State	n/a	n/a
FED Funds	32,811,184	34,636,385
Fed Funds: USDA, CACFP		

FTE	9.3	9.8
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# Office of the Superintendent of Public Instruction

*Description*

## Learning and Teaching Support



### Even Start

**Program Service Domain** Family Literacy.

**Program Mission**

To provide a collaborative integrated program for low income children and families that includes adult education, parenting, early childhood education and promotes parents as a child's first teacher. The purpose is to increase the likelihood of school success for young children whose parents are illiterate or non English speaking.

**Program Description**

Even Start administers a grant program, which provides funds to local entities to conduct the Even Start Family Literacy Project. Each local entity is required to be a partnership between local educational agencies (LEA'S) and one or more profit/non-profit community based organizations, public agency institutions of higher education or non-profit organizations. The project is required to insure that the families most in need of the program are selected for participation. Criteria for participation include consideration of both low level of income and the level of adult literacy or English language proficiency. Low income adults and their children (aged 0-7 years) are eligible.\*

**Funding**

	FY 2000	FY 2001
GF-State	0	0
FED Funds	1,725,458	1,755,430
Fed Funds: Title IB DOE		

**FTE**

0.8

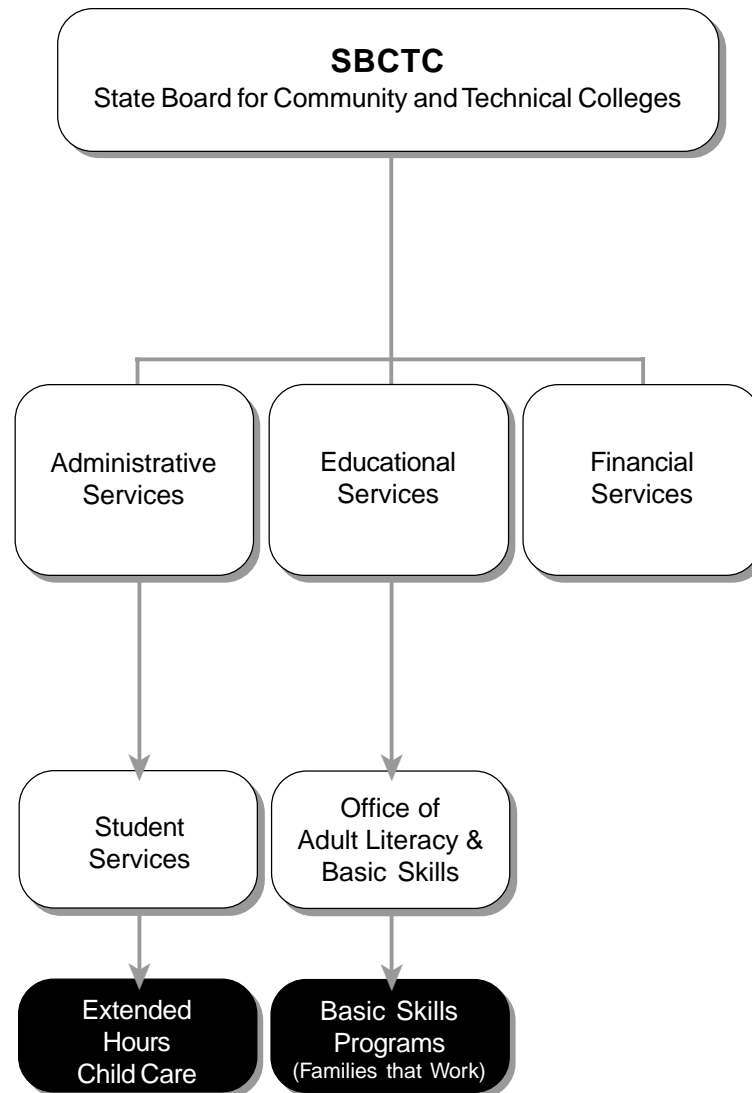
0.8

\* Other OSPI programs that are administered at the local level are listed in the appendix.



# State Board for Community and Technical Colleges

*Organization*



# State Board for Community and Technical Colleges

*Description*

## Administrative Services



### Extended Hours Child Care

<b>Program Service Domain</b>	Subsidized child care.		
<b>Program Mission</b>	To build capacity at community colleges to support workfirst and low income working parents engaged in training.		
<b>Program Description</b>	The extended hours program offers subsidized child care in the evenings and weekends in order to support low income or workfirst parents who are in a training program on campus. Extended hours child care is available on 22 of the 34 community college campuses.		
<b>Funding</b>		<b>FY 2000</b>	<b>FY 2001</b>
	GF-State	0	0
	FED Funds	0	2,900,000
	Fed Funds: CCDF (DHHS)		
<b>FTE</b>		.5	.5

# State Board for Community and Technical Colleges

*Description*

## Office of Adult Literacy and Basic Skills



### Families That Work

**Program Service Domain** Family Literacy.

**Program Mission** To promote economically stable and literate families.

**Program Description** This program integrated the former state funded Even Start Program with skill development and family support services. Services include job preparation skills, family management and parenting skills, child care and learning success for children in the family. The Office of Adult Literacy awards funding and coordinates program design and implementation with 28 programs involving 43 sites across the state. Participants are current TANF recipients or working families who are at or below 225% of FPL.

<b>Funding</b>	<b>FY 2000</b>	<b>FY 2001</b>
GF-State	740,850	740,850
FED Funds	<u>3,000,000</u>	<u>5,000,000</u>
<b>TOTAL</b>	<b>3,740,850</b>	<b>5,740,850</b>

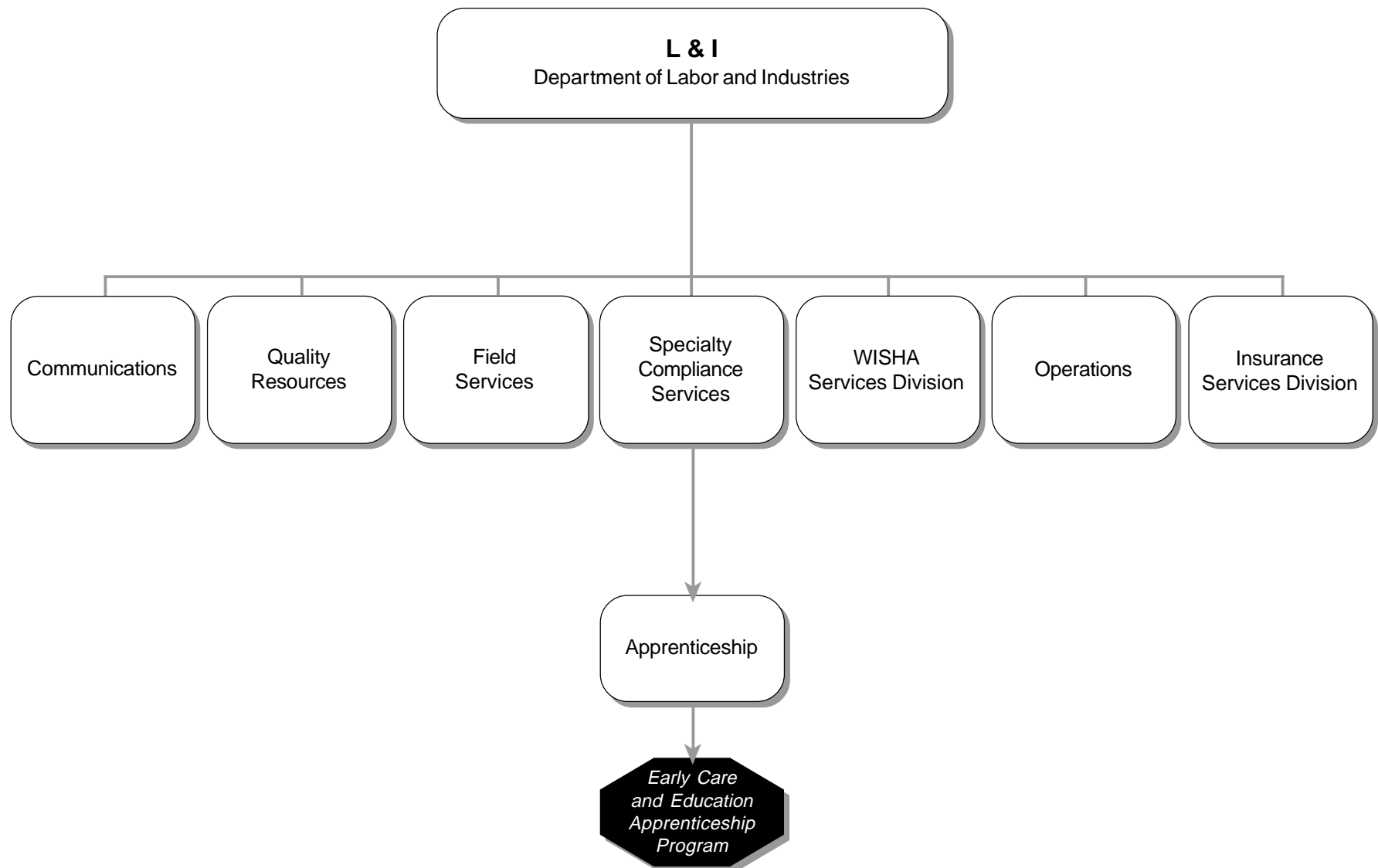
Fed funds: TANF (DHHS)

**FTE**



# Department of Labor and Industries

*Organization*





# Department of Labor and Industries

*Description*

## Specialty Compliance Services



### Early Child Care Apprenticeship

**Program Service Domain** Professional development.

**Program Mission** Expansion of the apprenticeship training model into the early education and child care field.

**Program Description** This pilot program provides outreach to inform providers and child care workers of careers in child care. The program provides tuition support for child care workers and funding to support training courses.

Funding	FY 2000	FY 2001
FED Funds	0	350,000

**FTE** N/A N/A

*(Services contracted through Clover Park Technical College. One full time administrator.)*

# Non-Agency Program

*Organization*

**U.S. Department of Health  
and Human Services**

**Governor**

*Head Start  
State  
Collaboration  
Project*

# Non-Agency Program

*Description*



## Head Start State Collaboration Project

**Program Service Domain** Policy Integration/Collaboration.

**Program Mission** To assist the state in making progress toward goals which improve life outcomes and opportunities for young children and their families.

**Program Description** Facilitate collaboration and coordination between Head Start and state early childhood programs. Assists with building early childhood systems and access to comprehensive services. Encourages widespread collaboration among programs, services and initiatives and facilitates the involvement of Head Start in state policies, plans, processes and decisions affecting Head Start children and families. Eight priority areas have been identified in the Head Start Act for the Collaboration Projects including child care, disabilities, education, health care, homelessness, literacy, volunteer services, and welfare. The activities of the project include initiatives (e.g. research roundtable), investment in and support of existing projects and representation in statewide forums.

Funding	FY 2000	FY 2001
FED-Funds	150,000	150,000
Fed Funds: Head start, DHHS		

FTE	1.5	1.5
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## VII. Experiences of Child Care and Early Learning Providers



*As a critical customer of the state system, providers offer an important vantage. This report used much of the previously compiled information on experiences providers have and supplemented this with direct interviews. Some recurrent themes emerged and are outlined below.*

### Findings:

#### **Providers must deal with personnel from multiple agencies**

- An individual must navigate a complex web of agencies in order to become a licensed provider. (see diagram next page called Child Care Provider Start-up Requirements)
- Most providers report positive experiences with state personnel, especially with licensors.
- Staff turnover in processing Working Connection payments and authorization have been problematic especially since issuing payments relies on case history.

#### **Providers are confronted by a variety of inconsistencies among multiple programs, each with separate eligibility guidelines, staff qualifications, program rules and regulations, accountability and monitoring systems**

- Inconsistent definitions exist across programs. For example, the definition of “infant” is different for child care licensing (administered by OCCP) and WCCC (administered by WorkFirst) for payment purposes.
- Providers at centers with multiple funding streams face inconsistent standards among programs. For example, the requirements for ECEAP staffing and staffing ratios for WCCC are not the same. (see chart page 10)

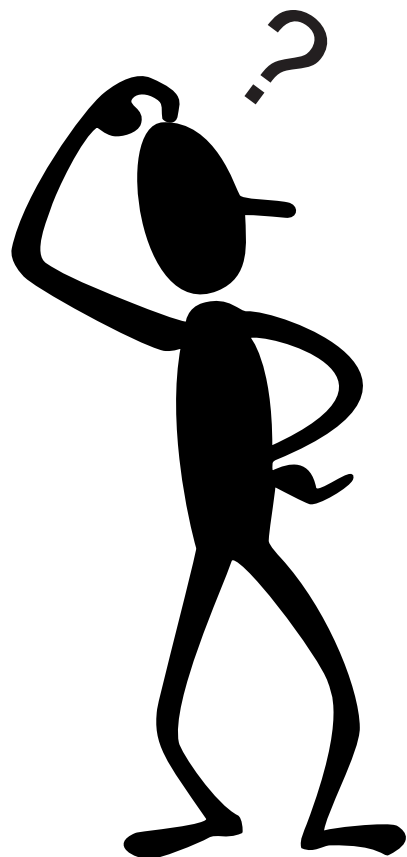
- Providers struggle to understand and comply with regulations, service delivery and payment standards that vary between agencies. Many report that they are willing to comply with requirements but they are not clear about the rationale nor are they clear about whom to contact in which agency for assistance.

#### **Providers have many hurdles to negotiate in order to open and operate a quality care facility**

- Training is required on licensing regulations and the rules for conducting the food program. There is no training currently required or available on the rules and reimbursement process for the program that serves the largest number of state subsidized children, the Working Connections subsidy program.
- Daily and monthly record keeping can be substantial (especially for the food program) and sometimes difficult to understand. Separate records must be kept and submitted for Head Start, ECEAP, WCCC subsidies and the food program.
- Providers express willingness to participate in training but may experience problems accessing training because of remote locations or conflicting schedules.

# Experiences of Child Care and Early Learning Providers (Continued)

## Child Care Provider Start-up Requirements



*When an individual chooses to become a provider, she/he immediately encounters the maze of multiple agencies and personnel.*

### IRS

Business Tax Kit for employer identification number, federal income tax withholding, self-employment taxes, estimated tax deposits, social security tax and federal unemployment tax.

### DOH

Health inspection for centers.

### DOL

Master Business kit for state tax registration number, unemployment insurance tax and industrial insurance.

### DSHS

Attend basic and advanced orientation sessions  
Submit application including criminal background check  
Apply for subsidy programs  
Licensor inspection

### OSPI

Apply to child care food program  
One day orientation

### Local Authorities

City clerk's office for a city business license  
Local planning department for special zoning or a conditional use permit  
Local building department for land use and zoning regulations that are part of the city ordinances or county codes

### Fire Marshall

Check local fire regulations for homes  
Fire inspection for centers



## VIII. Coordination Efforts of Other States



*One of the study goals identified by members of the legislature was to analyze trends in child care and early learning programs in other states.*

In recent years, all states have re-examined their child care and early learning programs and policies. This has been prompted in part by the compelling research on brain development, which underscored the importance of high-quality early learning experiences for children both at home and in child care settings. At the same time, federal welfare reform gave the states much greater responsibility for determining the goal and focus of child care programs and increased flexibility in funding. The expanding economy has heightened interest in this area.

A review of the efforts of other states demonstrates a wide variety of approaches – none of which are a perfect fit for Washington. States have rearranged organizational structures and consolidated programs, coordinated programs across agency lines, aligned program service delivery, payment and eligibility standards and shifted the delivery of services to the community level. All of the efforts are still evolving. The goal in other states, as in Washington, has been to integrate the concepts of early learning and quality into the programs that have traditionally supported custodial child care.

The organizational models identified from other states fall into the following categories:

### **Coordinate standards across agency lines**

- Vermont has developed a single service delivery standard for child care centers. The standard incorporates the Head Start service delivery guidelines, child care licensing regulations and the guidelines and requirements for Vermont's early childhood learning programs. A similar standard for licensed family homes is in development.
- Delaware has created licensing standards for care and safety that are comparable across settings. The agencies responsible for licensing and

monitoring have staggered their visits for more effective oversight. All agency inspectors monitor for key health and safety standards using an interagency checklist.

### **Move programs into the same agency**

- Minnesota consolidated all child care and early learning programs into a new agency – the Department of Children, Families and Learning. The licensing and regulatory functions were not included in this reorganization.

### **Consolidate programs**

- Kentucky has rolled 9 child care and early learning programs with more than 90 eligibility categories into a single system with a uniform payment rate.

### **Shift service delivery to a local level**

- Oregon, North Carolina, Kentucky and California, among others, have established local entities at a county or community level to provide integrated early childhood services. The system in North Carolina is the most established of the group and includes a public-private partnership effort. The primary subsidy program and regulatory functions remain at the state level.

At the same time, many states are investing in policy initiatives, either as part of organizational restructuring or independently. There are efforts around professional development (Delaware, New Jersey and Tennessee), universal pre-school (Georgia, New York, Oregon), expanding capacity (Oregon, Utah, North Carolina) and developing public/private partnerships (North Carolina, Florida, Colorado, Pennsylvania). Washington State has ongoing initiatives in each of these areas.



## IX. Recommendations



*The review of child care and early learning programs administered by Washington State reveals fragmented service delivery and program goals. There is a division among the programs responsible for subsidizing child care for working families and the programs responsible for ensuring the health, safety and quality of out of home care. This fragmentation presents challenges for the child care providers who must sort through and implement a collection of diverse agency requirements.*

*Policy history and funding streams can explain the placement of programs in different administrative units such as public assistance, child protection, economic development and education. However, recent state policy and national trends have emphasized the need for cohesive coordinated programs to support all working families. A more streamlined and integrated child care and early learning program will contribute to stronger alignment between the service delivery design and the state's policy goals.*

*These recommendations address the opportunities to streamline and improve coordination of child care and early learning programs.*

1. Adopt an umbrella mission statement that captures all child care and early learning programs. The current mix of missions can be refocused to reflect the wider policy agenda. The programs and agencies will be strengthened and the state commitment to quality child care for all children and early learning will develop a higher profile. A strong mission can serve to reduce the view of the state system as fragmented. In addition, clarity of mission can bring individual program purposes into focus and foster improved coordination and more effective collaboration among the programs.
2. Combine programs with similar or duplicate functions and missions. The state should examine the optimum placement of programs with similar objectives. Combining programs can produce efficiencies and simplify information for providers and parents. In addition, decision points may be readily identified and funding consolidated.
3. Streamline the current configuration by reducing the number of state agencies involved in the child care licensing process. Additionally, co-locate licensors with child care programs and policy staff so cross training can be achieved.
4. Assign an interagency task force to examine and reduce the differences in program service delivery standards. Cross-program teams must come together to identify points of convergence and streamline all possible program definitions, program standards, and reimbursement levels. Recommendations from the recent Sterling Associates report regarding the authorization and payment processes of the Working Connections Child Care Program should be endorsed and implemented.<sup>12</sup>
5. Coordinate training for providers regarding state agency procedure rules by all programs. A training component on the Working Connection Child Care program should be added to the current training required for licensing and the child care food program.

<sup>12</sup> Working Connections Child Care. Program Review. Sterling Associates. Olympia. November 2000.

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# XI. Appendix

## Senate Higher Education Committee Child Care Grant Program Administered through HECB and SBCTC

*The Washington State Legislature passed Substitute Senate Bill 5277 in March of 1999 appropriating \$200,000 for two year grants administered by HECB and SBCTC for child care programs. This bill was in response to the needs of students who have children to find affordable, accessible, child care.*

*The following is a summary of the grants awarded:*

### Higher Education Coordinating Board

- Received \$150,000 to be divided equally in each fiscal year (FY 2000 and FY 2001).
- Four proposals were received from three institutions.

### Programs in brief

#### Central Washington University .....awarded in total \$70,906

To establish an on-campus infant/toddler program with fees set on a sliding scale based on financial status. The program is licensed to accommodate 30 infants and toddlers for nine hours a day for five days a week.

#### Eastern Washington University .....awarded in total \$29,025

To increase accessibility, affordability, and quality of on-campus child care for students. The grant helps provide scholarships for low income student parents and allowed the development of multicultural programming for children.

#### Washington State University .....awarded in total \$50,069

To establish an evening child care program for children ages 6 weeks to 12 years, to offer a parent cooperative program for students who could defray up to half of their child care costs by working part-time in the Center, and to provide free parenting sessions on subjects of interest.

### State Board for Community and Technical Colleges

- Received \$50,000 for two years (FY 2000 and FY 2001).
- Twelve colleges submitted proposals of which four recipients were chosen.

### Programs in brief

#### Community Colleges of Spokane .....awarded in total \$15,000

To provide child care in the evenings until 9 p.m., to offer an one-credit parent cooperative and to increase the availability of slots.

#### Edmonds Community College .....awarded in total \$10,000

To provide a Weekend and Evening Kids College Program for ages 6-11.

#### Lake Washington Technical College .....awarded in total \$10,000

To provide child care in the evening until 9 p.m., to offer cooperative pre-school opportunities for parents, to provide care for 1-6 year olds in the evening and to provide care to children when parents are away from campus at a job, internship, and/or utilizing other campus services.

#### Peninsula College .....awarded in total \$15,000

To provide child care in the evenings until 9 p.m. for toddlers, preschoolers and school-agers, to provide a cooperative evening pre-school class for parents and to coordinate the availability of late afternoon and evening child care services with community partners.

# Appendix (Continued)

## Office of the Superintendent of Public Instruction Locally administered programs that support early childhood education.

*These programs were not included in the scope of this study. They are administered locally at school districts or at school building level and may include support for early childhood education. These programs are in addition to the Even Start program discussed earlier in the body of the report.*

Program/Service	Purpose
Early Childhood Special Education	To ensure that all students who are suspected of having a disability which interferes with their ability to learn and perform at an age appropriate level; receive an appropriate evaluation, and if eligible, receive individualized special education and related services.
Title I Part A: Basic	Provide compensatory support to districts for students at risk.
Education for Homeless Children and Youth	Ensure that all children and youth have equal access to the same educational opportunities.
Title II: Eisenhower Professional Development (K-12)	Provide professional development to teachers of science and math to help students meet the state student performance standards, with consideration given to the needs of Title I teachers.
Title IV: Safe and Drug-Free Schools	Provide violence, tobacco, alcohol and other drug prevention education, referral, and support.
Carl D Perkins Vocational and Applied Technology Program	To support teen parents with child care services and vocational training and the completion of school.
Family and Consumer Sciences Program	To support and provide appropriate educational programs for pregnant and parenting teens.
Title 1. Part C: Migrant	To provide supplementary education programs to children of parents who have moved across school districts and/or state boundaries within the last 36 months seeking seasonal or temporary work.
Title VII: Emergency Immigrant	To assist school districts that experience large increases in student population due to immigration.